

STRUCTURE AND GOVERNANCE

Accountability and Autonomy Work Group

June 3, 2014

Meeting Notes

Present: Bob Lokken, Chair; Representative Reed DeMordaunt; Representative Donna Pence; Superintendent Gaylen Smyer, Anne Ritter and George Harad

Not present: Valerie Aker

Others present: Marilyn Whitney, State Board of Education

Bob Lokken reviewed the metrics that Idaho currently uses to measure student achievement. They are:

IRI Idaho Reading Indicator, used to track reading proficiency in the 3rd grade;
IELA English language learners subset
NAEP National Assessment of Educational Progress, given to a sampling of students and used only at the state level;
ISAT Idaho Scholastic Achievement Test, given in grades 3, 8 and 10; science in 5, 7, 10
PSAT Practice Scholastic Achievement Test, given in 10th grade to steer remainder of high school curriculum; national merit scholars chosen from this group;
SAT Scholastic Achievement Test, give in 11th grade statewide;
Accuplacer is given in 11th and 12th grades for directional placement
National Student Clearing House also longitudinally tracks 6-7 years postsecondary, but does not measure Professional Technical Education (PTE); Class of 2006 had a go-on rate of approximately 40% when including in PTE, but it does not measure how many students need remediation.

The Star Rating System uses additional student growth measures to rate schools.
The Smarter Balanced Assessment Consortium (SBAC) test will also track growth over time and is a more adaptive test. SBAC will be given in the same grades 3-8 as the ISAT for math and English Language Arts (ELA). The SBAC was piloted in grade 11, and discussion continues as to whether it will be given in 10th or 11th grade.

Marilyn Whitney advised the group that the Tiered Licensure Committee has discussed a pretest and posttest on the SBAC to show growth.

The group continued its discussion of a two-level accountability system, one for supporting Idaho's 60% goal¹ by identifying schools that are struggling and providing assistance/

¹ 60% of adults ages 23-35 to achieve at least two years' postsecondary education by 2020.

intervention to improve those schools, and the other for encouraging good schools to become great schools, and great schools to become world-class schools.

Several issues were discussed in depth, among them:

Identifying schools:

- Idaho's 5-Star System is the current means of identifying schools based on growth measures; however, it lacks correlation to proficiency at the high school level;
- The State's role to districts is to require 60% go-on proficiency without remediation or advancement toward proficiency in all schools, not just in an average of schools; the 60% goal recognizes that 40% will not be ready to go on, but the objective is to bring all kids along;
- The role of cohort groups is to measure like-kind schools in order to eliminate frustration and excuses, and to encourage collaboration and innovation;
- State intervention means assistance in resources and autonomy so that individual districts can adapt to the needs of its subgroups;

Good Schools to Great Schools

- Growth versus proficiency: growth is a personal measure; improvement to proficiency lies at the district level;
- Continuous improvement plans at the district level would form a basis to evaluate superintendents and principals, possibly tied to a variable portion of the superintendent's bonus;
- The State's role is to provide a list of meaningful metrics; districts would choose 3 specific, measureable goals for the year which would be published in the local newspaper for transparency and accountability;
- District training should focus on continuous process improvement, "total quality" outcomes as a result of process; Phil Crosby's "Quality is Free"; training should not focus on how to build a plan;

Next Steps:

- Review HB 521 and bring recommendations regarding training;
- Brainstorm list of metrics for continuous improvement;
- Discussion of district autonomy needs; what are process requirements; how should districts receive funding;
- Follow up with Superintendents on cumbersome restraints;
- July 30 State Superintendent's meeting with the State Department of Education

July 12 Agenda:

- Progress report summary; core principles
- End Annual planning discussions; begin autonomy discussions
- Review SurveyMonkey results